

Appendix table 7-6.

Feeling informed about selected policy issues, by sex and level of education: 2001

(Mean index scores)

Sex and level of education	Local school issues	New medical discoveries	Economic issues and business conditions	Environmental pollution	Issues about new scientific discoveries	Military and defense policy	Use of new inventions and technologies	Agricultural and farming issues	International and foreign policy issues	Space exploration	Sample size (number)
All adults	59	51	51	47	42	39	38	35	35	32	1,574
Male	54	47	55	46	44	44	40	36	38	39	751
Female	64	54	46	48	40	34	37	35	31	26	823
Formal education											
Less than high school	57	45	38	45	33	32	31	38	30	26	116
High school graduate	60	52	51	47	41	40	38	37	33	32	834
Baccalaureate degree	59	50	59	48	49	40	43	29	40	37	393
Graduate/professional degree	61	54	58	53	57	39	49	28	48	38	221
Science/mathematics education^a											
Low	59	50	46	46	37	36	34	39	31	29	674
Middle	61	51	55	48	45	42	40	33	37	31	469
High	58	52	56	49	52	41	47	30	40	41	431

^aRespondents were classified as having a "high" level of science/mathematics education if they took nine or more high school and college science/mathematics courses. They were classified as "middle" if they took six to eight such courses and "low" if they took five or fewer.

NOTES: Respondents were read the following statement: "Now, I'd like to go through this list with you again, and for each issue I'd like you to tell me if you are very well informed, moderately well informed, or poorly informed." Responses were converted to a 0–100 scale by assigning a value of 100 for a "very well informed" response, 50 for "moderately well informed," and 0 for "poorly informed." Indices were obtained by adding all the values for each policy issue and computing the average.

SOURCES: National Science Foundation, Division of Science Resources Statistics (NSF/SRS), NSF Survey of Public Attitudes Toward and Understanding of Science and Technology, 2001.

See figure 7-2 in Volume 1.

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